



Authority Strategic Statement of Inverclyde Education Service

Inverclyde council

- Building Inverclyde through excellence, ambition and regeneration
- **Goals and Values**
Our Core values are: Respect, Honesty and Tolerance
- Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.
- To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:
 - **Safe:** protected from abuse, neglect and harm by others at home, school and in the community.
 - **Healthy:** enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.
 - **Achieving:** have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential.
 - **Active:** active with opportunities and encouragement to participate in play and recreation including sport.
 - **Respected and Responsible:** involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.
 - **Included:** have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.
 - **Nurtured:** educated within a supportive setting.



SCHOOL AIMS

GOUROCK HIGH SCHOOL HONOR DILIGENTIAE PRAEMIUM *The reward for hard work is renown*

WORKING AND LEARNING TOGETHER.....

	Staff will	Pupils will
We aim for success in all areas of learning	<ul style="list-style-type: none"> • Value our pupils • Plan carefully and evaluate our work • Use a variety of strategies and resources to meet pupils' needs • Set ambitious targets for ourselves and for our pupils 	<ul style="list-style-type: none"> • Appreciate the efforts of staff • Be prepared for learning • Work as hard as we can, do our best and behave well • Set challenging targets for ourselves, with support • Evaluate our work
We aim for confidence	<ul style="list-style-type: none"> • Develop self belief in our pupils • Celebrate achievement • Encourage confidence and independence • Advocate an active and healthy lifestyle • Promote and demonstrate positive relationships 	<ul style="list-style-type: none"> • Believe in ourselves and our ability to succeed • Take part in activities that promote our physical health • Form good relationships with one another and with all staff
We aim to be responsible citizens of our community, our nation and our world	<ul style="list-style-type: none"> • Respect our pupils and colleagues: their values, beliefs and culture • Promote inclusion and equality • Adopt a positive attitude 	<ul style="list-style-type: none"> • Respect the values, beliefs and background of others • Show consideration towards everyone in the school, our neighbours and our neighbourhood • Help and support one another • Be positive and optimistic • Take responsibility for ourselves and our own learning
We aim to make an effective contribution to our school and to society	<ul style="list-style-type: none"> • Encourage pupils to express themselves confidently • Foster creativity and critical thinking • Do all we can to make classrooms active and enterprising • Develop leadership and teamwork in ourselves and in our pupils 	<ul style="list-style-type: none"> • Be willing to take the initiative and also to work with others • Develop our skills for learning • Communicate effectively • Make a positive contribution to our community and to our world



December 2007

Dear Parent,

If you are reading this handbook, then you are interested in Gourock High School. School handbooks are not always the easiest of things to read – but I hope that this one gives you a clear picture of how we see our aims translating into practice.

We acknowledge the central importance of parents in the lives of their children, and we see education as a process in which parents and school work together to promote the highest possible achievement for all young people.

We therefore welcome comments and questions from parents at all times : if you wish to visit the school or ask about anything in the handbook, please don't hesitate to contact me.

Yours sincerely

A handwritten signature in black ink that reads 'Lambuntain'.

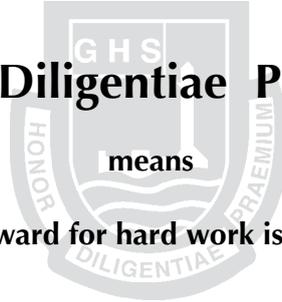
L BUNTAIN
Acting Head Teacher



Gourock High School

THE SCHOOL MOTTO

Honor Diligentiae Praemium



means

The reward for hard work is renown

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SECTION 1

INTRODUCTORY INFORMATION

- 1.1 Address and telephone number
- 1.2 Type of School
- 1.3 School capacity and roll
- 1.4 Integrated Community School
- 1.5 Hearing Impaired Unit
- 1.6 Short history of the school
- 1.7 Community Facilities
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- 1.11. Enrolment Procedures



Gourock High School

**1.1 Gourock High School,
Fletcher Avenue,
GOUROCK.
PA19 1TP**

**Tel. No. 01475 715000
Fax. No. 01475 715001**

E-mail: Information.GourockHS@inverclydeschools.org.uk
School Office: lyndahay@inverclydeschools.org.uk

1.2 Main features of the accommodation, including facilities for pupils with disabilities and an indication of facilities available at the school or accessible to it for sports and outdoor education. At present we have one pupil in a wheelchair and limited accessibility for him.

1.3 Current Roll	S1	-	120		
	S2	-	112		
	S3	-	118		
	S4	-	119		
	S5	-	109		
	S6	-	66	Total 664	(as at 14.11.07)
	School Capacity		620		
Likely Intake	2008 – 2009	-	99/100		
	2009 – 2010	-	99/100		
	2010 – 2011	-	99/100		

The roll has risen every year in the last five years, but due to the amalgamation in 2010 with Greenock Academy the school roll will be capped at 99 / 100 (see above)..

1.4 Integrated Community School

While each school in Inverclyde is managed by its own Head Teacher and Senior Staff, this school is part of a cluster of schools working together to secure improvements and developments in agreed areas of priority. This cluster of schools involves neighbouring Primary Schools, the associated Secondary Schools and Pre5 establishments. The agreed areas of priority are:

Associated Primary Schools

- Raising attainment and achievement
- Health Education and improvement
- Lifelong learning
- Supporting vulnerable children
- Supporting children at transition points

- Gourock Primary, Binnie Street, Gourock Tel 01475 715824
- Moorfoot Primary, Moorfoot Drive, Gourock Tel 01475 633055

Pupils in these schools normally transfer to Gourock High School after completing their primary education. Links between the High School and the local primaries are strong.



1.5 Hearing Impaired Unit

Gourock High School houses the Secondary Department of Hearing Impaired Unit, which is a school for profoundly deaf children. The deaf children are supported in school by Hearing Impaired Unit staff who are specialists in the education of the deaf; the children achieve a high degree of integration into the work and the social life of the school.

1.6 Short history of the school

The new school building was opened in 1963 and occupies a site adjacent to Tower Hill. From 1909 the school was housed in the building in Binnie Street occupied until recently by Gourock Primary. Prior to this, the school was known as the Central School which was formed in 1887 by the combination of a Female Industrial School in Adelaide Street and a Free Church School in John Street. The control of the school has rested with various bodies down the years.

Until	-	1872	-	Local Managers including Clergy
1872	-	1918	-	Gourock School Board
1918	-	1930	-	Local Education Authority
1931	-	1975	-	Education Committee of the County Council
1975	-	1996	-	Renfrew Division of Strathclyde Regional Council
1996	-	date	-	Inverclyde Council

Head Teachers have been:

Donald Brown	-	1863 - 1877 (Free Church School)
	-	1877 - 1907 (Central School)
Robert Fulton	-	1907 - 1918
John S. McLeod	-	1918 - 1943
Robert Drainer	-	1943 - 1950
William Phillip	-	1950 - 1961
William Russell	-	1961 - 1972
Robert Welch	-	1972 - 1985
Angus MacDonald	-	1986 - 1996
Christine Robertson	-	1996 - 2007
Lily Buntain	-	2007 (Acting Head Teacher)

1.7 Community Facilities

Facilities for the community may be available in the school and will require a let, You should contact - The Booking Office (Ann Anderson / Nancy Carrigan, Business Store, 75 – 81 Cathcart Street, Greenock. Tel: 01475 715559 Fax: 01475 715558



Gourock High School



RECEPTION AREA



- 1.8** The school management team consists of the Head Teacher and three Depute Heads.

**ACTING HEAD TEACHER
Lily Buntain**



The Acting Head Teacher's responsibility is the overall philosophy and direction of the school.

**DEPUTE HEAD TEACHER
Lily Buntain
(At present Acting Head Teacher)**



Mrs Buntain has particular responsibility for S5 and S6 and deals with all matters – curriculum, discipline, guidance – relating to these students. She is also in charge of the timetable, pupil support and administrative matters to do with the whole school.



Gourock High School

**DEPUTE HEAD TEACHER
Norman Greenshields**



Mr Greenshields has particular responsibility for S3 and S4 and deals with all matters – curriculum, discipline, guidance – relating to these pupils. He is also responsible for school resources, examinations, ICT and citizenship.

**DEPUTE HEAD TEACHER
Shelagh Coulter**



Miss Coulter has particular responsibility for S1 and S2 and deals with all matters – curriculum, discipline, guidance – relating to these pupils. She is also in charge of Education for Work and Enterprise, and responsible for primary/secondary liaison.

Apart from the Head Teacher, all senior staff have teaching commitments, and so you will find them in the full list of staff on the next page. Some terms (such as PT) may be unfamiliar to you. You will find them explained in the glossary at the end of the handbook.



LIST OF STAFF

Senior Management Team

Vacancy	Head Teacher
Lily Buntain	Depute Head Teacher
Shelagh Coulter	Depute Head Teacher
Norman Greenshields	Depute Head Teacher

English

Elisa Lamb	Acting Principal Teacher
Madelaine Baker	Supported Study Coordinator
Lily Buntain	
Julie Gunn	Induction Year
Brian Lovie	Induction Year
Noreen McMillan	
Julie Ormiston	Temporary
Janice Wilson	

Mathematics

Robbie Conley	Principal Teacher
Julie Devlin	Maternity leave
Anne Gillon	NQT Mentor
Norman Greenshields	DHT
Alan Laing	
Brian Long	
Mhorag McCormick	
Laura McNellis	Induction Year
Alex Thorburn	Induction Year

Social Subjects and RE

Mark Ruddy	Principal Teacher
Alan Anderson	RE
Robert McGoldrick	Modern Studies
Colynn Walker	History
Lynn Walker	Geography

Physics

Dean Abercrombie	Principal Teacher
Ian Blair	Principal Teacher, Guidance
Kenneth Dow	

Chemistry / Biology

Iain Hutchison	Principal Teacher
Paul Cochrane	Chemistry
Julie Devlin	with Maths, part-time
Stephen Gallacher	Biology
Jen MacNeill	Chemistry; Induction Year
Carol McCusker	Chemistry / Biology Part-time

Modern Languages

Denis Mochan	Principal Teacher
Kerry Blance	Principal Teacher, Guidance
Jillian Gillespie	NQT Mentor
Lisa Hanna	Principal Teacher, Enterprise and Citizenship
Debbie Lewis	



Gourock High School

Home Economics

May Murray	Principal Teacher
Elizabeth Forrest	Active Schools Coordinator
Jacqueline Muroch	Part-time

Technical

Lawrence Major	Principal Teacher
Joe Gurney	Principal Teacher, Guidance
Joseph Magee	Induction Year
Paul McQuilken	

Physical Education

Janet Harkness	Principal Teacher *
Donald McIntyre	
James Stinson	Principal Teacher, Guidance

Business Studies

Lynn MacMillan	Principal Teacher
Shelagh Coulter	DHT
Jill Gilchrist	Temporary

Computing

Irene McVey	Principal Teacher
Alan Monaghan	

Music

John Campbell	Principal Teacher
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Art and Design

Ann Barr	Principal Teacher
Martha Holmes	NQT Mentor
Claire Wooler	NQT Mentor

Learning and Behaviour Support

Margie Carracher	Principal Teacher
Mary Hempsey	Part time
James McPate	Part time
Marie Stewart	

Hearing Impaired

Colin Dunning	Acting Head Teacher
Eileen Burns	
Sylvia Hamilton	
Eilidh McQuarrie	

Total number of teaching staff: 54.5 (full-time equivalent) 54.5



Lorna Coote
Schools' Support Manager



Mrs Coote has particular responsibility for all support staff within the school and associated primary / nursery schools. She is responsible for the management of Health and Safety and also a support for the Senior Management Team

Support Staff

Library	Margaret Stewart	
Office	Lorna Coote Renee Anderson Elizabeth Black Karen Cumming Lesley Dominick Lynda Hay Elaine Henderson Lorna Lafferty	Schools Support Manager Assistant to SSM Office Manager Temporary School Finance Officer
Science, Technical and Home Economics Support	Jean Andrews Hugh Harris John McLean	Temporary Science Technical
Pupil Support Assistants	Avril Brooks Jean Brownlee Pauline Burke Rose Cameron Karen Campbell	Carol Ellis Theresa Grant Maureen McLaughlan Andrea McLean Joyce Mooney
Janitorial / Cleaning	Patrick McAllister Stephen McFarlane Ann Griffin	Senior Janitor Assistant Janitor (temporary) Day Cleaner
Catering	Alison Marshall	Catering Manager

External Staff

Educational Psychologist	Gail McDonald
Social Work Department	Vacancy
School Medical Service	Anne Cochrane
School Chaplain	Jill Clancy
Attendance Officer	Reg Scorer
Careers Officer	Derek Mooney
Home / School link worker	Sharron McCafferty



1.9 School Year

FIRST TERM

Open	Monday	18th August	2008
Close	Friday	10th October	2008
Re-Open	Monday	20th October	2008
Close	Tuesday	23rd December	2008

SECOND TERM

Re-open	Monday	5th January	2009
Close	Friday	6th February	2009
Re-open	Tuesday	10th February	2009
Close	Friday	3rd April	2009

THIRD TERM

Re-open	Monday	20th April	2009
Close	Thursday	25th June	2009

Local holidays and Staff Development days to be arranged at a later date. Parents will be notified from the school via the school calendar.

1.10 School Day

9.00 a.m.	-	9.10 a.m.	Registration
9.10 a.m.	-	10.00 a.m.	Period 1
10.00 a.m.	-	10.55 a.m.	Period 2
10.55 a.m.	-	11.10 a.m.	Morning interval
11.10 a.m.	-	12.00 noon	Period 3
12.00 noon	-	12.55 p.m.	Period 4
12.55 p.m.	-	1.45 p.m.	Lunch
1.45 p.m.	-	2.40 p.m.	Period 5
2.40 p.m.	-	3.35 p.m.	Period 6

1.11 Enrolment Procedures

There are standard arrangements in place to transfer from our associated primary schools to Gourock High. The Head Teacher and staff of the primary schools will keep you informed during the course of P7. Parents of pupils from other primary schools can apply for transfer to this school simply by making a placing request. Application forms are available from primary and secondary schools. If you live in the area recognised as being served by the school you may enrol your child at any stage; applications from outwith the area require to be made through the placing request procedure. Placing requests should normally be made at the beginning of the school year, although parents have the right to make one at any time. Please note that council policy at present is that the Education Authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. Pupils whose families live within the boundaries of Inverclyde will be given priority. In all such cases it would be best to contact the Head Teacher in the first instance. We are delighted to welcome any parent wishing to visit the school, to see the facilities and get the feel of the place.



SECTION 2

GUIDANCE

- 2.1 Aim**
- 2.2 Guidance Structure**
- 2.3 Guidance Staff**
- 2.4 The work of the Guidance Team**
- 2.5 The extended Guidance Team**
- 2.6 Contacting Senior Staff and Guidance Staff**
- 2.7 Personal and Social Education**



2.1 Aim

A secondary school is a large organisation: we want to be sure that all the pupils feel that someone takes a personal interest in them.

The basic task of guidance staff is to ensure that all children are known as individuals, and that they know there are staff members to whom they can turn to help, support and advice.

2.2 Guidance structure

The school operates a vertical guidance system. This means that each guidance teacher looks after one class in each year group and follows these pupils through their school career. Children in the same family are placed with the same guidance teacher – so if you have an older child in 2A or 3A, his/her younger brother or sister will be placed in 1A. You will therefore have to get to know only one guidance teacher, who in turn will come to know the whole family.

You are also able to contact the year head – responsible for the whole year group:

S1 and S2	-	Miss Coulter
S3 and S4	-	Mr Greenshields
S5 and S6	-	Mrs Buntain

2.3 Guidance Staff



Joe Gurney – guidance teacher for all 'A' classes



Jim Stinson - guidance teacher of all 'B' classes



Ian Blair – guidance teacher for all 'C' classes



Kerry Blance – guidance teacher for all 'D' classes
(At present Acting Depute Head Teacher)



2.4 The work of the guidance team

The guidance team is interested in all pupils, as anxious to seek out and recognise excellent work and behaviour as it is to seek out and support children who are in difficulties. It will therefore:

- Know and be known to pupils on an individual basis
- Be aware of pupil attendance and punctuality
- Be aware of, and closely monitor, pupil progress
- Find ways to recognise good work and conduct in all pupils
- Encourage personal growth and self-confidence in individual pupils
- Be available and accessible to all pupils
- Find ways to support pupils in difficulty
- Be actively involved in the induction of pupils into any stage of the school

The guidance team of necessity has to keep a great deal of information about pupils. To that end it will:

- Maintain and update individual records
- Observe sound practice in the area of confidentiality and openness
- Ensure that reports are written in a positive spirit
- Ensure that departments are aware, where necessary, of pupils' medical and other problems

The guidance team has to maintain good contact with all the possible sources of support that a pupil has, or may need. To this end it will:

- Maintain good home-school links
- Maintain close contact with **learning support specialists**
- Have direct contact with, and access to, the **school psychologist**
- Have access to, and contact with, a linked **Social Worker**
- Have direct contact with **Careers Staff** dealing with pupils
- Liaise as necessary with local **Reporter to Children's Panel**
- Consult closely with **Senior Management** in all these

2.5 The extended Guidance Team

To a large extent, **all** teachers focus on the general well-being of pupils. However, some staff have volunteered to take on a more specific pastoral role to assist in the work of the guidance team. Such staff might, for example, be involved in helping senior students with their university applications; mentoring pupils who have difficulty coping with their workload; assisting in the organisation of the Careers Library.



2.6 Contacting senior staff and guidance staff

Parents quite often would like to talk to staff who know their children at times other than the prearranged parents' nights. This is easy to arrange: a telephone call to the school will enable a parent to speak to his or her child's year head (ie DHT), or guidance teacher, unless he or she is actually teaching. If that is the case a message can be left, and the staff concerned will telephone back. Often matters can be dealt with on the telephone; where this is not suitable, and appointment can be made.

While the Year Head is responsible for discipline, the Guidance Teachers have other tasks that will bring you into contact with them. The tasks of the Guidance Teacher are shown below:

- Routine Pupil interviews
- Monitoring attendance
- Latecoming
- Notes from parents
- Receiving follow-up enquiries from parents
- Referrals from staff
- Responding to pupil problems
- Contacting parents
- Liaising with outside agencies, eg Psychological Service
- Informing staff of pupils' problems, circumstances
- Pupil records
- Social Education Programme.

2.7 Personal and Social Education

The purpose of PSE is to help pupils develop the skills and attitudes that will enable them to function successfully in society. While the most important learning in this area is undoubtedly through the pupil's home and parents, school can make a positive contribution. This is done in a variety of ways:

- through school rules and discipline
- through classroom teaching which encourages and values pupils' contributions
- through clubs and activities
- through the general atmosphere of the school
- through the planned PSE programme in each year

The emphasis is on discussion rather than on written work, and topics include Health Education as well as careers, curriculum information and advice.

Other topics vital to today's society are dealt with in the programme, such as drugs awareness and bullying.

A series of sex education lessons is included as part of the social education programme. Recent advice from the Scottish Executive has been incorporated into Inverclyde Education Services policy, which is followed by the school. Parents have a right to withdraw their children from this part of the course if they wish, and also have a right to view our sex education materials (which were available at the Primary Seven parents' information evening).

In the school the planned PSE programme is delivered as follows:

S1	Guidance staff
S2	Home Economics Department
S3	PE Department
S4	English Department
S5	Senior staff



Gourock High School



SECTION 3
SCHOOL ORGANISATION AND COURSES

- 3.1 Progression from primary**
- 3.2 First and Second Years**
- 3.3 Transition to Standard Grade**
- 3.4 Third and Fourth Years**
- 3.5 Entry to S5**
- 3.6 The Scottish Credit and Qualifications Framework (SCQF)**
- 3.7 Fifth and Sixth Years**



3.1 Progression from Primary

Our aim is to ensure that the courses we offer pupils coming to us from Primary 7 integrate with, and progress from, the courses that they have been following in primary school. Much has been achieved in integrating our practice with primary schools, especially in certain areas:

(a) **Mathematics:**

The first two levels of the Secondary Mathematics Project (SMP) courses are taught to pupils in P7. Pupils and teachers know exactly where they are at the start of S1. Members of the secondary Mathematics Department work alongside P7 teachers in the primary schools once a fortnight.

(b) **English:**

Close links have been built between our English Department and the staff teaching in the later years of the primary schools. These links include visits by the teachers concerned to each other's schools, as well as exchanging information about courses each school teaches its pupils. There will also be joint discussions of assessments, so that staff in both primary and secondary understand and apply the achievement levels in the same way. A member of the English Department goes once every 2 weeks to each of our associated primary schools to work on the development of writing.

(c) **Science**

A member of the science department visits each primary school once a fortnight to assist primary teachers in the more specialised aspects of the science curriculum. He also teaches primary seven pupils in order to ease the transition into secondary science.

(d) **French**

A modern languages teacher teaches every week in each primary school to help the pupils achieve in the specialised area of writing.

(e) **Joint Staff Development and Discussion:**

Staff from the different schools liaise at meetings and visit each other's schools and classrooms.

Over the next few sessions, the activities noted above will extend to cover Home Economics, ICT and Technical in order to fulfil the requirements of the 5-14 curriculum programme.

3.2 First and Second Years (S1 and S2)

Courses Available:

All pupils, boys and girls, in S1 and S2 follow a common course of subjects. These subjects are English, Mathematics, History, Geography, Modern Studies, French, Science, Art, Information Technology, Technical Subjects, Music, Religious Education., Home Economics, Physical Education and Social Education. We have been able to expand our PE courses in all years owing to the expansion of our PE facilities.

Please note that course options mentioned in point 3.3. (Transition to Standard Grade) are only those currently available and that, should rolls fall, the same range may not be available when a 1st year pupil reaches S3 or S5/6.

Organisation of classes:

Incoming pupils from the different primary schools are mixed together in their new classes. This is to ensure that they do mix! We also wish to arrange a good balance in the class to which they are allocated. We are ready to accommodate particular needs that parents may have – for example, in relation to twins. Parents should contact the school as soon as possible if they have particular concerns, as it may not be possible to make changes after the end of May.



Balance of Classes:

Pupils are grouped in such a way that all classes have the full range of attainment within them. Mixed attainment classes have the advantage that all pupils benefit socially; research has *not* proved that this way of organising classes leads to poorer levels of attainment for the most able, as some people argue. Such classes, however, do require suitable teaching methods and organisation.

Teaching Methods and Organisation:

Teachers know that pupils work at different paces, and at different levels. To help deal with this, some subjects – for instance Mathematics and English – have team teaching, where three teachers are timetabled for two classes. Each class teacher therefore can draw on the help of another teacher during a lesson. In this way, more small-group and individual teaching is possible. In all classes, teachers provide work to support those having difficulty and to extend able pupils.

Assessment and National Assessments:

Assessment takes place continuously throughout courses. Results of national assessments will be reported to parents privately.

3.3 Transition to Standard Grade

At the end of S2 pupils make a very important series of decisions to choose the courses they will follow at Standard Grade. To help guide them, the school provides:

- (a) **A special social education programme**
Pupils are informed about courses available, restrictions on their choices because of national guidelines, career opportunities.
- (b) **Parents' Meetings**
A consultation meeting enables parents to discuss their child's progress, and an information session takes place for 30 minutes beforehand.
- (c) **Reports**
S2 reports give teachers' recommendations.
- (d) An "I Can Do Anything" Day for the whole year group
- (e) **Interviews**
Each pupil is interviewed by the Guidance Teacher – you are welcome to be present at this meeting.
- (f) **Course planning booklet and form**
The S3 course planning form appears as Appendix 6.2

We have a high degree of success in putting pupils into their first choice subjects, but difficulties can occur – perhaps because a class is over-subscribed, or because a pupil is making a choice which we see as disadvantageous. At this stage there is always room for further discussion and negotiation. It should be noted, though, that the longer a course progresses, the more difficult it is for a pupil to change to a new course simply because of the amount of work missed in the course. Classes in the middle school are very full, and accommodation – especially in Science, Technical and ICT – is limited.



3.4 Third and Fourth Year

Standard Grade:

Standard Grade courses last two years and are designed to prepare pupils for the Scottish Qualifications Agency (SQA) Standard Grade Award. Pupils may gain awards at one of three levels – Credit, General or Foundation, where Credit represents the level of greatest difficulty. We present pupils for Standard Grade at two levels – Credit/General, or General/Foundation. By this means we try to ensure that pupils have the safety net of the lower level of award should they not achieve success at the higher level. Because of this classes in S3 and S4 are arranged so that pupils have the opportunity to learn at more than one level. Sometimes this may mean all three levels in one class; sometimes classes will be based on broad bands – Credit/General or General/Foundation – reflecting pupil performance levels. Pupils will be given the opportunity to achieve at the highest level possible for them as individuals; the opportunity to move between levels of study, and classes, will be maintained as far into the session as possible.

At some point in each Standard Grade course, however, a decision will be made as to which levels of presentation – Foundation/General or General/Credit – will be appropriate for each pupil. This will be based on the actual performance of each pupil, and will be made as late in the course as possible. It will, of course, be related to the levels of study and teaching the pupil has been experiencing in class. Parents will be kept informed of these recommendations.

S4 Standard Grade Levels

Standard Grade levels are reported on a scale 1 – 7 as follows:-

- 1–2 Credit
- 3–4 General
- 5–6 Foundation
- 7 Course completed

(when the course has not been completed, the category 'No Award' is used)

Balance:

Pupils are advised not to specialise too narrowly, too early – they have been known to change their minds! The wisest choice is a broadly based course that keeps as many future options open as possible. Our course planning choice sheet, based on national guidelines, ensures that pupils take a course in each of the following areas:

English

Mathematics

Modern Languages (French or Spanish)

Social Subjects (History, Geography or Modern Studies)

Science (Physics, Chemistry, Biology or Science)

Technology (Craft and Design, Technological Studies, Home Economics, etc.)

Creative and Aesthetic (Art or Music).

Pupils are also required to follow a core of studies in R.E., P.E. and Social Education

3.5 Entry to S5:

Again, we recognise the importance of the decisions made at this time, and we inform and involve parents and pupils as much as possible. The activities by which we do this are more or less identical to those listed at 3.3, taking into account the increased maturity of students and the opening up of choices at the 16+ stage. Parents are encouraged to contact us with questions at any time.

The system of qualifications for senior students is called the National Qualifications. Courses are made up of units (which are assessed within the school) and external examinations. If students pass all the units and the examination, they receive a course award. However if they fail the examination, or leave school before they sit it, they still receive credit for the units they have passed.



3.6. The Scottish Credit and Qualifications Framework (SCQF)

This new framework assigns a level of award to Standard Grade and National Qualifications courses as follows:

SCQF Level 1	Access 1
SCQF Level 2	Access 2
SCQF Level 3	Access 3 – Standard Foundation
SCQF Level 4	Standard Grade General and NQ Intermediate 1
SCQF Level 5	Standard Grade Credit and NQ Intermediate 2
SCQF Level 6	Higher SVQ 3
SCQF Level 7	Advanced Higher (this is HNC level)

When you look at the school's examination results in Appendix 6.7., you will find them reported in terms of the SCQF levels, so you may wish to look back at this section.

3.7. Fifth and Sixth Years

Courses

It is our policy to ensure, as far as possible, that pupils can progress in their chosen subjects in S5, regardless of the level of award – Credit, General, or Foundation – achieved at Standard Grade.

Progression will be as follows:

'S' Grade Award		S5 Course		S6 Course
Credit	→	Higher	→	Advanced Higher
General	→	Intermediate 2	→	Higher
Foundation	→	Intermediate 1	→	Intermediate 2

Higher, Intermediate 1/2 overall awards are all reported on a scale 1 – 6 as follows:-

1-2	'A' award
3-4	'B' award
5-6	'C' award

These awards represent different levels of pass with 'A' being the highest. Where a pupil has narrowly failed one level, he/she will be awarded a 'D' award at that level.

All awards will be made by the Scottish Qualifications Agency (SQA). The SQA website address is - www.sqa.org.uk

Consortium Arrangements:

No single school can normally offer its pupils the full range of different subjects and levels of courses that it would like. Schools therefore group themselves together, so that each pupil can take courses offered by other schools in the group. A group of schools operating in this way is called a consortium. Pupils taking courses in other schools are provided with free travel to and from the base school. Gourrock High School is closely linked with Inverclyde Academy and St Columba's High. Additionally, students are able to follow some courses in James Watt College.

Policy with regard to entering pupils for public examinations:

Schools in consultation with pupils/parents normally decide on presentation for examinations. However in the final analysis, the school will accede to the wishes of the parents.

Please see Appendix 6.7 for our latest SQA results



Gourock High School



SECTION 4

POLICIES

- 4.1 Additional Support Needs**
- 4.2 Homework**
- 4.3 Discipline**
- 4.4 Equal Opportunities**
- 4.5 Education for work**
- 4.6 Assessment**
- 4.7 Reporting**
- 4.8 Religious Education and Observance**
- 4.9 Child Protection**



4.1 Additional support needs:

Nearly all pupils require support for learning at some point during their school career: this might be long-term or short-term. For instance, a pupil might have a specific difficulty in learning in all subjects or may have a temporary difficulty because of missed work through illness. Mrs Carracher, our Learning Support Specialist, gives advice to teachers regarding pupils requiring support and, where necessary, refers pupils to support services outwith the school. She and her staff also work with pupils in class and on an individual basis.

Some pupils have severe or complex difficulties requiring extra support and very careful monitoring. In these circumstances we always involve the school's Educational Psychologist; additionally we seek advice and support from external services such as the special needs support network, with whom we keep close contact.

The same is also true of the hearing impaired pupils: staff at Gourock High School work closely with the Hearing Impaired Unit Staff. In addition to those, we have presently several further pupils with Additional Support Needs.

Sometimes pupils are in temporary difficulty with their education because they are suffering from prolonged ill-health; exempted from attending school because they are required to give assistance as carers to ill or infirm members of their families; or have been excluded from school.

There is a duty on Education Services to educate without undue delay pupils who are not receiving education in the usual way at school. The school will make special arrangements to educate pupils who fall into these categories away from the school, normally at home.

If a parent considers that his or her child has additional support needs and wishes to make enquiries on this they should contact the Head Teacher. Arrangements for free transport are made for pupils with recorded Special Educational Needs.

4.2 Homework

Homework is a vital ingredient in secondary education:

- it serves to review and reinforce classroom teaching
- it encourages independent learning in pupils
- it provides opportunities for parents to be involved in, and to monitor, their children's progress

Therefore it is important that teachers, pupils and parents are clear about the school's homework policy, and share in its development and evaluation.

Recording Homework

Pupils at Gourock High School will use a homework planner, which will be issued free at the beginning of each session. This should be signed weekly by parents, and monitored by staff, to ensure that homework tasks are recorded correctly and completed appropriately. Time will be set aside in the S1 curriculum to explain pupils' responsibilities and to help them organise their work, set priorities and manage their time effectively. The homework planners have been bought with financial assistance from the Parents' Association.



Homework Tasks

As with class lessons, homework will be most valuable when it is well explained, relevant, interesting, varied and at an appropriate level of difficulty. Pupils will require advance notice of homework, and adequate time to do it.

Tasks can consist of one or more of the following:

- written work
- reading for information
- reading for pleasure
- learning in order to commit to memory
- practical work
- research – projects
- investigating
- collaborative work.



The purpose of homework

Some of the main aims of homework are:

- to practise new work or skills
- to overcome weaknesses or difficulties
- to extend classwork
- to revise classwork
- to make up for work missed
- to prepare for future classwork
- to foster good study habits

Time Allocation

The following times indicate a typical evening's work (Monday to Friday):

Year	Average time per night
S1	1 hour
S2	1 hour
S3 Credit/General/Foundation	1 1/2 hours
S4 Credit/General/Foundation	2 hours
S5/6 Considerable but not more than	3 hours

Parental Involvement

Parents will receive a homework guide – one for each year group. In it departments will provide information about the work to be done at each stage in that subject, and about how parents can contribute. Parents should look at the homework diary regularly, sign it once a week, and contact the school if they are concerned about any aspect of homework. We have a high expectation that homework will be done by everyone: if a piece of work is not completed satisfactorily, another opportunity will be given – with help and support. The head of department, however, will contact parents if pupils seem to be having difficulty with homework tasks, or in meeting deadlines.



4.3 Discipline

Discipline in school should be fair, firm and responsive both to the circumstances of individuals and to the needs of whole groups. Our policy is that self-discipline is better than imposed discipline: we are in fact very proud of the high standards of behaviour observed throughout the school.

We encourage responsible and thoughtful attitudes showing respect for others: this is conveyed by staff through their classroom practice, the advice and guidance they offer and in the example they set to pupils. A simple classroom code and set of school rules reinforce the process.

The sanctions for minor offences are normal: reprimand, punishment exercises etc. For more serious offences a report is written and retained in the pupil's file, and parents are involved at this stage. Very serious offences, or the development of a persistent pattern of unacceptable behaviour, may lead to the exclusion of a pupil under the regulations laid down by Inverclyde Council. Periods of suspension vary from two days to two weeks, rising to four weeks in the most serious cases.

Our policy is to seek parental involvement as early as possible in an attempt to avoid more serious procedures; we are fortunate in receiving a very high level of parental cooperation in these matters.

4.4 Equal Opportunities

We are determined to make sure that every pupil is supported throughout school, fairly and equally, regardless of circumstances. We call this social justice and it's about making sure that all pupils are given an equal chance to reach their potential.

In meeting the needs of all our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.

In light of recent legislation on Human Rights, Race Equality and Disability, the authority and its establishments are reviewing policy and practice on equal opportunities and social justice

4.5 Education for Work and Enterprise

Several events take place at present, and more are being developed.

S1 Enterprise Day

This is organised by our PT Enterprise/Citizenship to introduce S1 pupils to the basic concepts of enterprise.

Business Awareness Day

All S3 pupils take part in a day where they are taken out of lessons and given an intensive insight into the world of work. They learn a lot and it's great fun!

This event would not be possible without financial support from the Parents' Association and the involvement of local business people. This support for the school is very much appreciated.



Work Experience

For many years the school has arranged for all fourth year pupils to experience working conditions in local industry and commerce. In recent years, with help from the Authority, we have been able to give all of our S4 pupils this experience for one week during the course of their fourth year. Supported by a large team of volunteer staff, pupils are given the opportunity to select a placement, are briefed before they go to it, and debriefed on return. Each pupil keeps a log book of the Work Experience Placement. Our pupils find this to be a very interesting and valuable experience.

Work Shadowing and Understanding Industry

More senior pupils participate in schemes focused particularly on their more certain career aspirations. From time to time you will find a report on these experiences in the parents' newsletter.

This school is extremely grateful to local firms, schools, police, hospitals, councils and other agencies for their continued support of all of these ventures.

4.6 Assessment

There has been, especially in years S1 – S4, a strong movement away from the kind of assessment which gives a single percentage mark for a subject, towards a system which assesses each pupil's performance in the main areas of skill or knowledge which each subject teaches. This enables teacher, pupil and parents to identify strengths and weaknesses in a pupil's performance within a subject. The arbitrary pass marks of 50% has gone, as has the practice of rank-ordering pupils; the aim is to judge each pupil's actual performance against carefully preset performance levels, and to arrive at an assessment of each pupil's level of competence based on this. This kind of assessment is called criterion-referenced.

4.7 Reporting

The style of reporting we use is designed to reflect the type of assessment described above. Each subject reports on pupil performance in the main areas of skill and content taught, and each subject teacher makes an assessment of the level of competence shown. The report is also designed to allow teachers to comment on each child, and we encourage all teachers to do this. Comments identify strengths as well as areas for improvement.

You will find samples of the reports for all year groups in **Appendix 6.1**.



Gourock High School

4.8 Religious Education and Observance

Every class, S1 – S4, has one period of Religious Education each week. In the upper school this is coupled with Social Education or Guidance. The course in religious education is under the direction of a teacher qualified in Religious Education.

The school policy on religious education and observance is in line with a recent Council report which views religious education as a basic part of the school curriculum. The school chaplain is in regular attendance at the school and is involved in the teaching of religious education. New guidelines from the Scottish office mean that our procedures are currently under review.

In addition, the chaplain will conduct services for the whole school in August and at Christmas and Easter. Two further religious assemblies will be held during the session for each year group: sometimes these will involve the participation of pupils and representatives of the wider school community. We plan to have one of our religious services in St John's Church, Gourock.

Parents who wish to withdraw their children from religious education classes or assemblies may do so on request to the Head Teacher.

Parents who require the provision of religious education for non-Christian groups should contact the Head Teacher so that arrangements can be made.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

4.9. Child Protection in Inverclyde

Inverclyde Council Education and Social Care have Child Protection Guidelines and Procedures which all schools are required to follow. Education and Social Care works very closely with other agencies namely Strathclyde Police and Health to support children.

All staff have a copy of these guidelines and staff development is delivered every year on this topic



SECTION 5

GENERAL INFORMATION

- 5.1 Links with Parents**
- 5.2 School Dress**
- 5.3 Attendance**
- 5.4 Children Absent from School through Ill Health**
- 5.5 Transport**
- 5.6 Health and Medical Care**
- 5.7 Meals**
- 5.8 Educational Maintenance Allowance**
- 5.9 Information in Emergencies**
- 5.10 Transferring Educational data about pupils**
- 5.11 The Parents' Association**
- 5.12 Parent Forum and Parent Council**
- 5.13 Achievements and extra-curricular activities**
- 5.14 Student Involvement**
- 5.15 Useful addresses and contacts**



5.1 Links with Parents

Contacts

The letter which opens this handbook emphasises the central role parents play in the lives of their children and, therefore, the importance of keeping you as well-informed as possible. Reference is made elsewhere to the main responsibilities of senior staff and guidance staff – this should help you see who is the most appropriate person to contact if you have an enquiry. You are also most welcome to see the Head Teacher at any time; however, it would be advisable to telephone or write for an appointment. We welcome contact with parents – whether by letter, telephone or personal visit.

Reports and Parents' Meetings

Reports are issued at the appropriate time for that year group, sometimes followed by a parents' meeting for consultation with class teachers. At particular stages extra parents' meetings are arranged to inform you of curriculum choices or other matters.

Primary 7

An information evening has already taken place for those of you expressing initial interest in Gourock High. This will be followed by a further meeting in May giving more detailed information about the beginning of S1.

S1

A parents' meeting takes place in November to let you know how your child has settled in. This is followed by a report in June.

S2

A report is issued in March to provide up-to-date information for S3 subject choice. This is followed by a parents' meeting.

S3

A parents' meeting takes place in November to let you know about progress with Standard Grade courses. A further report is issued in June at the halfway stage of the course.

S4

The reports and parents' meeting follow on from prelim examinations in December.

S5 and S6

You will receive letters from departments in November to inform you about progress in post-16 courses, followed by a parents' meeting. A full report is issued after the prelim exams in March.

But please note that you don't have to wait for a parents' meeting in order to discuss your child's progress. Similarly, if we have concerns, we will be in touch with you.



Other contacts

Apart from letters informing parents about particular issues, we issue a Parents' Newsletter from time to time. This is often written and compiled by pupils and is designed to give parents good advance notice of important dates and events – such as holidays! – as well as to explain the many changes in education. We offer here articles on the courses that are being developed and run as well as on more wide-ranging educational issues. Social events, trips and other important aspects of the general life of the school – such as achievement of individual pupils – are also reported. We do try to keep parents in the know! Each November, parents will be issued with the school's Standards and Quality report. This outlines our progress with our development plan, and explains how we hope to achieve the targets we have set ourselves for the coming session.

Additionally, we are in the habit of asking parents for their views on what we do. Recent examples include the pupil reports we issue, the Parents' Newsletter mentioned above, and homework. We are presently involving parents in a special project on independent learning.

5.2 School dress

There is, in Inverclyde as a whole, a long tradition of school uniform which has been strongly supported by parents. Gourrock High School accepts and follows this tradition. School uniform is practical, hard-wearing and economical compared with 'fashionable' styles. School colours are **black** and **white** – full details are outlined in the S1 Parent Handbook and the pupil diary planners..

There is a recommended form of clothing for gymnastics and games. You should note that PE activities for any pupil may be restricted because Health and Safety requirements state that jewellery of any kind must not be worn. This includes jewellery worn as a result of body piercing.

Please ensure that pupils' outer garments are clearly labelled, as these are left in cloakrooms during class time.

The school will not permit revealing forms of dress which, in the view of the head teacher, could cause offence or disquiet.

We take great care to ensure that our policy on school dress strikes a balance between the clear wishes of the majority of parents for an identifiable uniform and the guidelines of the education authority which are – quite rightly – designed to prevent schools operating a restrictive policy.

Inverclyde Policy

Given that there is a substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account is taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Education and Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.



There are forms of dress which are unacceptable in school, such as items of clothing which:

- *potentially, encourage faction (such as football colours);*
- *could cause offence (such as anti-religious symbolism or political slogans);*
- *could cause health and safety difficulties, such as loose fitting clothing, or clothing made from flammable material for example shell suits, in practical classes.*
- *could cause damage to flooring;*
- *carry advertising, particularly for alcohol or tobacco; and*
- *could be used to inflict damage on other pupils or be used by others to do so.*

In addition jewellery such as dangling earrings and large rings could cause health and safety difficulties and are unacceptable to be worn in school.

Parents of children receiving one of the following benefits will normally be entitled to monetary grants for footwear and clothing for their children: Income Support, Jobseekers Allowance (Income Based), Child Tax Credit, who have an annual income (as assessed by the Inland Revenue) of below £14,495 and who do not receive a Working Tax Credit, or receive support under Part V1 of the Asylum and Immigration Act. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director of Education. Information and application forms may be obtained from schools and from Education Services 105 Dalrymple Street, Greenock PA15 1HU

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

5.3 Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of The Education (School and Placing Information (Scotland) Amendment etc Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised that is approved by the authority, unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school).

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than 3 occasions in any one school session and the pupil noted as an authorised absentee in the register.



'Parents should inform the school by telephone on the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter other emergency contacts if no explanation is given for the pupil's absence. All attempts will be made to contact parents before 10.00 a.m. on the first morning of an absence and early after the restart after lunch in the case of afternoon absence.

Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing.

Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts.

Scottish Executive Education Department Circular 5/03 makes it clear that every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. The Circular also states that most family holidays are classified as unauthorised absence and reasons such as the availability of cheap holiday, the availability of desired accommodation, poor weather experienced during school holidays, holidays which overlap the beginning or end of term, parental difficulty obtaining leave are not acceptable reasons for taking a holiday during the school session.

Parents may request that their children be permitted to be absent under the following circumstances: extended overseas educational trip not organised by the school, short-term parental placement abroad, family returning to its country of origin (to care for a relative, or for cultural reasons), leave in relation to the children of travelling families. Only written requests detailing the destination, the duration and the provision that will be made for their continuing education will be granted and the pupil noted as an authorised absentee in the register.

Clearly where an absence occurs with no explanation from the parent, the absence is unauthorised.

The school attendance officer investigates unexplained absence, and Education and Social Care has the power to write to, interview or prosecute parents, or to refer pupils to the reporter of the children's hearings, if necessary.

At present, as you will see from Appendix 6.4, our attendance figures are higher than the national average – and of course we want to keep them that way if we can, or even reduce our present absence rate. To this end, guidance staff and year heads keep a very close eye on attendance.

If your son or daughter is absent, and you have not contacted the school, you will receive an automated telephone call asking you to contact us. This will be followed up by a visit from the attendance officer if you still have not contacted the school. We may even send out the attendance officer on the first day of absence if we have reason to suppose the absence may be unauthorised. So it is very much in everyone's interests for the school to be kept informed.

When pupils are unavoidably away from lessons because of long-term sickness, we do our utmost to support them. If an absence is likely to be longer than a week, please contact your child's guidance teacher to arrange to have work sent home.

5.4. Children Absent from School through Ill Health

Young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education outwith school after 15 days of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.



5.5 Transport

The Council has a policy of providing free transport to all secondary pupils who live more than two miles by the recognised shortest walking route from their local school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education office. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in a child losing the right to free transport.

Placing Requests

Education Services does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with council policy stated above.

5.6 Health and Medical Care

There are regular routine medical examinations carried on in the school by the doctors and nurses appointed by the school health authorities. These are normally of given age groups and early notification is given to parents before the examination takes place.

The school should be informed by parents if any special medical care is requested during school hours.

There are carefully prepared arrangements in the school for the care of a pupil who takes ill or meets with an accident in the school. If a child takes ill and it is thought advisable for the child to be at home or to be taken to hospital the parents would be contacted in the first place. It is essential that the school is given an emergency contact (e.g. telephone number or address) for the purpose of informing parents or guardians.

5.7 Meals

Under the cafeteria system, meals and snacks are served in the school lunch room. There is a wide variety of main meals, sweets, puddings, home baking and drinks available at various prices. The pupils pay for meals at the lunch room according to what they have selected for their snack or meal.

There are new guidelines from the Scottish Executive which will change what we can offer to our pupils.



The canteen now operates a Cashless Catering System. Pupils are issued with either a Young Scot Card (over 12 years) or a personal pin number. Further information on how the system is operated will be given at the Primary 7 parent evening prior to their induction days.

Special diets can be catered for on request.

Arrangements for those pupils who wish to bring packed lunches are straightforward: pupils who wish to bring packed lunches go into the School Dining Room, and use the facilities there. If nothing is being purchased, there is no need to wait in a queue.

Children of parents in receipt of one of the following benefits are entitled to a free midday meal: Income Support, Jobseekers Allowance (Income Based), Child Tax Credit, who have an annual income (as assessed by the Inland Revenue) of below £14,495 and who do not receive a Working Tax Credit, or receive support under Part VI of the Asylum and Immigration Act. Information and application forms for free school meals may be obtained from schools and the Education Services, 105 Dalrymple Street, Greenock. PA15 1HU

We will be working with the Education Authority and the School Meals Service towards making the school a 'health promoting school' by encouraging a healthy diet.

5.8 Educational Maintenance Allowance

The Educational Maintenance Allowance (EMA) is a grant provided by the government to encourage students to stay on at school beyond their statutory leaving date. It is available to S5 and S6 students if

- They have completed fourth year at school
- They have reached the legal date at which they could have left school, and have opted to return
- They started a fifth year course of study in the school session following their statutory leaving date

The grant is a means-tested allowance, based on parental income, but paid directly to the student. The award is up to £30 a week, with additional bonuses of £150 paid in December and June. The payment of allowances, and the payment of the bonus, is dependent upon students maintaining 100% attendance, adhering to the school's code of conduct and making good progress in their studies.

5.9 Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. The school may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and local radio. The school has an answering machine and appropriate messages will keep you informed.



5.10 Transferring Educational Data about pupils

Data on each pupil is collected by schools, Inverclyde Council and the Scottish Government Education Department. Data is held securely and no information on individual pupils can or would be published. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. Pupil names and addresses are not passed to the Scottish Government Education Department. Postcode is the only part of your address that is transferred and these are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, to ensure that individuals are never identified.

Your data protection rights

The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act (1998). Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government Education Department works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, individual data is made available to partners and academic institutions to carry out research and statistical analysis. In addition, partners may be provided with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government Education Department, which will ensure that no individual level data will be made public and that these data will not be used to take any actions in respect of any individual.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, the Scottish Government Education Department, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request, from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

5.11 The Parents' Association

The Parents' Association offers an important link between the school and the wider community. Its main aim is to promote the interests of the school through an active social programme which provides opportunities for parents and staff to meet informally. Funds raised in the process are donated to the school for the benefit of pupils. All parents of pupils at Gourock High School are automatically members of the association. Support for the various functions is requested, and will be greatly appreciated. Details of functions are made known to parents through school newsletters.

For further information you should contact the president:
Anne Jackson. Mrs Jackson can be contacted by way of the school.



5.12 Parent Forum and Parent Council

Changes have recently been made to the law to help parents and schools work together as partners in children's learning. The Scottish Parliament has passed the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved. This Act also abolished School Boards.

The Act modernises and strengthens the framework for supporting parental involvement in school education. It aims to help schools, education authorities and others to engage parents meaningfully in the education of their children and in the wider school community. It requires Scottish Ministers and education authorities to promote the involvement of parents in children's education at publicly funded schools. It aims to help all parents to be:

- involved with their child's education and learning
- welcomed as active participants in the life of the school, and
- encouraged to express their views on school education generally and work in partnership with the school.

The Act Inverclyde Council to prepare a strategy document setting out its policies for parental involvement. The strategy must cover the authority's duties to:

- involve parents in their own child's education, and that provided by a school to its pupils generally
- give advice and information to parents in respect of their own child.
- Promote the establishment of Parent Councils in schools and support their operation
- Establish a complaints procedure for their duties under the Act.

The Act makes provision for Parent Councils to play an active role in supporting parental involvement in the work and the life of the school, while also providing opportunities for parents to express their views on children's education and learning. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. In all cases, parents and the Parent Council can expect to influence decisions, to be listened to and be taken seriously. For example, it has an important role to play in the recruitment process for appointing the head and deputy head teacher of the school.

The Act requires that members of the Parent Council must be members of the school's Parent Forum. That is, they must have a child attending the school. It also provides that only a member of the Parent Forum may chair a Parent Council for that school.

All parents who have a child attending the school are automatically members of the Parent Forum for our school. Membership of the forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents. These views can be represented, as appropriate, to the Head Teacher of the school, the local authority and HMIE. The Parent Forum may choose to be represented by a parent Council established by them.



5.13. Achievements and Extra-curricular activities

Prizegiving

We hold a fairly traditional prizegiving in September, honouring academic achievements as well as service to the community. In 2006 the speaker was Johnston McKay, the well-known writer and broadcaster.

Awards Assemblies

Twice a year – in December and June – we acknowledge the achievement of those students in S1 – S3 who have been recommended by five or more of their teachers for good attendance and behaviour together with doing their best in their classwork. Over 200 pupils on each occasion receive merit certificates, presented usually by a notable figure in the community.

Sports

We have enthusiastic football teams. We are also most grateful to the parental support we receive for football. Mr Mochan runs golf practice. Miss Baker runs a junior girls' football team. Mr McIntyre runs a junior rugby team. Our school sports are held in June – inevitably on the one day in the month when it rains - and we enter pupils for the District Athletics Championships, usually with good results.

Although we are unable to offer swimming facilities, we have had some keen swimmers who have brought credit to the school by swimming for Scotland. A recent innovation has been lunchtime basketball.

Badminton is run by Mrs Forrest twice a week after school.

Music

Come to our Christmas concert, or the prizegiving to see the high standard of our young performers. We always enter pupils for the Greenock Music Festival, and have had some notable successes.



Links with the community

Students from Gourock High undertake Community placements, if they choose to, in fifth year.

Other

Success in Mathematics Competitions, Gibson Art Awards, Young Enterprise, Chartered Institute of Transport competition, Work Shadowing competition – all these have been achieved in the past session by students.

5.14 Student Involvement

We ask a great deal of our S6 students: all are invited to be prefects and are asked to take on various responsibilities through a committee structure. A central committee, chaired by the head teacher, consists of the conveners of all committees and coordinates activities for younger pupils. One committee, for instance, organises discos, another mentors younger pupils; yet another has the task of promoting liaison with parents: its convener is a coopted member of the school board. It is hugely satisfying to see our young men and women rise to the challenge of helping to organise various aspects of school life.



Pupil Councils

S1	-	Mrs Lewis
S2	-	Mr Monaghan
S3	-	Miss McNellis
S4	-	Miss Wooler

The younger pupils' views are represented through pupil councils. Each council undertakes a project which it runs for the benefit of the school. For instance, the S1 council is presently preparing a welcome pack for P7 pupils; the S2 council will be working on improving the school grounds; the S3 council is organising a recycling project and the S4 council will be writing a parents' newsletter.

5.15 Useful Addresses and Contacts

Inverclyde Councillor

The member of the Inverclyde Council who represents the area in which this school is located is:

George White
8 Jacobs Drive
GOUROCK
PA19 1LH

Ronnie Ahlfeld
1d Cragburn Gate
GOUROCK
PA19 1NZ

Terry Loughran
173 Finnart Street
GREENOCK
PA16 8JA

Councillors may also be contacted at the following address:

Inverclyde Council
Municipal Buildings
GREENOCK

Other important names and address

General enquiries about education Enquiries about free meals/clothing grants

Mr Ian Fraser
Corporate Director
Education and Social Care
Inverclyde Council
Municipal Buildings
GREENOCK

Education Services
105 Dalrymple Street
GREENOCK PA15 1HU

Tel: 01475 712844

Mr John Dalziel
Area Careers Officer
GREENOCK
20 Laird Street
GREENOCK

Mr William Wilson
Area Community Education Officer
West Inverclyde
Highholm CE Centre
Highholm Avenue
PORT GLASGOW



Gourock High School

Parent Council and Parent Forum

Mr Roland Albiker	
Mr Ian Dyer	Chair
Mr Norman Freeman	Vice Chair
Mrs Helen Heffernan	
Mrs Ann-Margaret McKinnon	
Mrs Veronica Morgan	
Mrs Margaret Porter	
Mrs Pauline Purdie	
Mrs Gale Thomas-Becker	
Norman Greenshields	Staff
Jim Stinson	Staff
Rebecca McLaughlin	S6 Student

If you wish to make contact with any of the above Parent Council members please contact the school.



SECTION 6

APPENDICES AND GLOSSARY OF TERMS

- 6.1 School Reports**
- 6.2 S3 Course Planning**
- 6.3 S5 Course Planning**
- 6.4 Attendance and Absence**
- 6.5 School Leaver Destinations**
- 6.6 School Costs**
- 6.7 Attainment and Targets**
- 6.8 Glossary**



Appendix 6.1

S1 and S2 Reports

	Pupil Name	Reg Class
<p>Overall levels of attainment</p> <p>Knowledge and Understanding</p> <p>Interpreting and Evaluating</p> <p>Investigating Skills</p> <p>Effort</p> <p>Behaviour</p>	<p>Strengths</p> <p>Development needs and next steps</p> <p>Recommended course of study</p> <p>Teacher</p>	<p>Date</p>



Appendix 6.1

S3 and S4 Reports

Subject	Pupil Name	Reg Class
<p>Content</p> <p>Achievement Level 1-7</p> <p>Knowledge and Understanding</p> <p>Problem Solving</p> <p>Practical Abilities</p> <p>Overall Grade</p> <p>Behaviour / Attitude</p>	Comment	Date
	Teacher	

We have adopted, for our Standard Grade Courses, the reporting procedures used in the Standard Grade itself:

- a) an overall grade for the subject
- b) a grade for each main area (Assessable Element)
- c) grading on a scale 1-7

The assessable elements in each subject may not all be included in each report; they will be reported on over the full course.

Grades are given on the work done to date, using as far as we can the assessment standards applied in the Standard Grade; they are not a prediction of final outcome at Standard Grade.



Gourock High School

Appendix 6.1

S5/6 Reports

Subject	Pupil Name	Reg Class
Prelim Result Prelim Grade Unit 1 Unit 2 Unit 3 Effort Attitude	Comment Teacher	Date



Appendix 6.2

Name: _____
Class: _____

GOUROCK HIGH SCHOOL
S3 Course Planning 2007 / 2008

1 No Choice	2 Choose one	3 Choose one	4 Choose one	5 Choose one	6 Choose one
Standard Grade English Maths French Core PE RE	Standard Grade Geography History Modern Studies	Standard Grade Biology Chemistry Physics Science	Standard Grade Administration Computing Craft and Design Graphic Communication Social and Vocational Skills *	Standard Grade Art and Design Craft and Design Home Economics or Hospitality Music PE	Standard Grade Art and Design Biology Business Management or Administration** Chemistry Computing Craft and Design Graphic Communication Home Economics or Hospitality Music PE Physics Religious Studies Social and Vocational Skills* Spanish

CHOICES					

NB Enter your choice from each column in the box provided.
 You can't choose the same subject twice except PE, which everyone does in Column 1 and which you can also choose in Column 5 or 6.
 Most courses are offered at three levels – Foundation, General and Credit. The exceptions are Biology, Chemistry, Physics and Home Economics, which are offered at General and Credit levels only. Pupils choosing Science and Hospitality should be aiming at Foundation or General (although Hospitality will actually be a National Qualification, not a Standard Grade, course. See page 5).
 We regret we are unable to offer progression in Gourock High School for subjects with an asterisk. Progression will be available for students within Inverclyde. We are offering as wide a range of subjects as possible at this stage; parents and pupils should note that classes which attract only very small numbers of pupils may not run. This applies to classes in all columns. In this case pupils choosing such a class will make a second choice within that column.

** only one will run depending on numbers.
Please note that we may not be able to satisfy all combinations of choices.
 Please indicate here if you are interested in City Vision



Appendix 6.3

Class: 5

**GOUROCK HIGH SCHOOL
S5/6 COURSE PLANNING 2007/2008**

Student's Name _____

	A	B	C	D	E	X	Y
Intermediate 1 Entrance Level Foundation Award	English	Mathematics Spanish	Computing Geography	Hospitality Practical Craft Skills	Administration	(Two periods) Art and Design (Expressive or Design)	(One period) Life Skills (S5 only)
Intermediate 2 Entrance Level General Award	English	Mathematics	Art and Design Computing French Geography Graphic Communication	Art and Design Business Management Chemistry Computing Hospitality Music Practical Craft Skills Product Design	Administration Biology Creative Cake Production Physics PE Spanish	Philosophy of Religion Community Involvement Healthy Lifestyles	
Higher Entrance Level Credit Award	English	Mathematics	Art and Design French Geography Graphic Communication History* Modern Studies*	Administration Art and Design Business Management Chemistry Computing Product Design Music Physics	Administration Biology Chemistry Computing Physics PE Spanish	PE (Leisure) Spanish Survival Cookery Travel and Tourism Young Enterprise	
Advanced Higher (S6 only)	Information Systems Chemistry	Physics Geography	Art and Design Mathematics	English	Business French (IBM)	S6 only * Committees and School Service	S6 only Central Committee

Subjects in bold type will be taught in one class at two levels

Column C - * Intermediate 2 may be available for some candidates
Column Y - S5 Students must choose the Life Skills option.

Parent/Carer
Signature.....
Date.....

Agreed Choices							
----------------	--	--	--	--	--	--	--



Appendix 6.4

6.4 Attendance and Absence

Absence rates are calculated as a percentage of the total number of possible attendance for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures of percentages based on number of pupils under any particular heading is between 1 and 4 no information is given and *** is inserted in place of the figures.

The Authority's and Scotland's figures include all Education Authority and grant-aided secondary schools, but exclude all special schools.



Appendix 6.4

**Secondary School Attendance and Absence from School Year
2006-2007**

SCHOOL	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances (pupil half days)	41,032	45,478	45,528	45,082	35,229	212,349
Percentage Authorised Absences	3.6	5.6	4.2	5.5	5.8	4.9
Percentage Unauthorised Absences	0.5	0.5	0.4	0.5	0.6	0.5

INVERCLYDE	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	360,158	344,331	383,805	385,799	287,482	1,761,575
Percentage Authorised Absences	6.3	8.3	9.3	10.5	9.1	8.7
Percentage Unauthorised Absences	0.2	0.2	0.2	0.3	0.2	0.2

SCOTLAND	Stage					
	S1	S2	S3	S4	S5	S1-5
Total Number of Possible Attendances(Pupil Half Days)	21,399,501	21,848,100	22,681,519	22,428,653	15,139,919	103,497,692
Percentage Authorised Absences	5.6	6.9	8.2	8.0	7.3	7.2
Percentage Unauthorised Absences	1.1	1.6	2.3	2.8	2.1	2.0

Minimising Overall Absence

	(2005/2006)	(2006/2007)
School	22.1	20.6
Inverclyde	37.3	34.0
Scotland	36.4	35.0



Appendix 6.5

Secondary School Leaver Destinations
Number Of Pupils Leaving In School Year 2006/2007 And Percentage With Destination as

Total Number of Leavers (=100%)	104
Full-time Higher Education	44%
Full-time Further Education	22%
Training	7%
Employment	18%
Other Known	8%
Not Known	1%

SCHOOL

Total Number of Leavers (=100%)	1,017
Full-time Higher Education	30%
Full-time Further Education	28%
Training	13%
Employment	20%
Other Known	6%
Not Known	1%

INVERCLYDE

Total Number of Leavers (=100%)	57,366
Full-time Higher Education	30%
Full-time Further Education	23%
Training	5%
Employment	28%
Other Known	11%
Not Known	1%

SCOTLAND



Appendix 6.6

Secondary Schools Budgeted Running Costs For Financial Year 2007-2008

SCHOOL	School Roll at September 2006	638
	Total School Running Costs at April 2007 (£)	3,074,936
	Cost per Pupil (£)	4,820

INVERCLYDE	School Roll at September 2006	5,337
	Total School Running Costs at April 2007 (£)	26,428,415
	Cost per Pupil (£)	4,952

SCOTLAND	School Roll at September 2006	313,897
	Total School Running Costs at April 2007 (£)	1,467,481,078
	Cost per Pupil (£)	4,675



Appendix 6.7

6.7 ATTAINMENT AND TARGETS

THE STRUCTURE OF COURSES S3 – S6

Reference has been made earlier in this Handbook to courses called National Qualifications and course levels, primarily for pupils in S5/6 (although such courses could be used earlier, eg in S4). These are the courses to which pupils will progress after completing Standard Grade.

The following is designed to show three things:

- What the different levels of course at Standard Grade and in S5/6 are, and how they are reported.
- How the courses provide a pathway for pupils to progress to a more advanced stage, having completed the stage they are at.
- How the different courses, and course levels, equate to one another.

I. S4 Standard Grade levels

Standard Grades are reported on a scale 1-7 as follows:

1 – 2	-	Credit
3 – 4	-	General
5 – 6	-	Foundation
7	-	Course Completed

Where the course has not been completed, the category “No Award” is used.

II. S5/6 – Progression from S4

Standard Grades are not normally taken by pupils in S5/6. The progression from Standard Grade to courses in S5/6 is as follows:

<u>S4</u>		<u>S5/6</u>
Foundation	-	Intermediate I (which is equivalent to Standard Grade General)
General	-	Intermediate II (which is equivalent to Standard Grade Credit)
Credit	-	Higher

Having moved on to one of the S5/6 course levels, a pupil will then progress through them, moving from one level, to the next more advanced one, eg Intermediate 2 to Higher.

Pupils attaining a Higher award in S5 may progress if they choose, to Advanced Higher in S6.



Appendix 6.7

III. S5/6 – how levels are reported

Higher, Intermediate 2 and Intermediate 1 levels all have two kinds of assessment; there are unit assessments based on the different component parts of the course, which are assessed internally in the school, and an overall award which is based on the internal assessments, together with an external assessment (which usually includes a final exam). While any pupil passing any internal assessments will have those reported on his or her Scottish Qualification Certificate (SQC). To gain an overall award a pupil must have been successful in all internal assessments, and in the external assessment.

Higher, Intermediate 2 and Intermediate 1 overall awards are all reported on a scale 1 – 6, as follows:

1 – 2	-	'A' award
3 – 4	-	'B' award
5 – 6	-	'C' award

These awards represent different levels of pass, with 'A' being the highest.

IV. Scottish Credit and Qualification Framework (SCQF)

SCQF	Level	
SCQF	Level 1	Access 1
	Level 2	Access 2
	Level 3	Access 3 or Standard Grade Foundation Level
	Level 4	Intermediate 1 or Standard Grade General Level
	Level 5	Intermediate 2 or Standard Grade Credit Level
	Level 6	Higher
	Level 7	Advanced Higher



Appendix 6.7

SECONDARY SCHOOLS

*Estimated S5 January Roll As A Percentage Of The S4 Roll
In September Of The previous session*

	2004/ 2005	2005/2006	2006/2007
SCHOOL	78	79	76
INVERCLYDE	69	70	67
SCOTLAND	64	64	65



Appendix 6.7

SECONDARY SCHOOLS

*Examination Results (within Scottish Credit and Qualifications Framework)
(2006/2007 results are pre-appeal)*

BY END OF S4

Percentage of the relevant September S4 roll achieving:									
	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ /2006	2006 /2007
SCHOOL	99	100	98	93	92	97	50	47	60
INVERCLYDE	95	94	94	78	79	80	33	32	33
SCOTLAND	90	91	91	76	76	75	34	34	32

BY END OF S5

Percentage of the relevant September S4 roll achieving:									
	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
SCHOOL	53	59	48	33	30	28	17	13	18
INVERCLYDE	42	38	36	23	19	20	11	8	8
SCOTLAND	39	38	38	23	21	22	10	9	9

BY END OF S6

Percentage of the relevant September S4 roll achieving:									
	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007	2004/ 2005	2005/ 2006	2006/ 2007
SCHOOL	55	45	47	29	34	30	23	20	18
INVERCLYDE	28	31	28	16	20	17	11	13	10
SCOTLAND	30	30	29	19	19	19	12	12	12



Appendix 6.8

GLOSSARY

Additional Support Needs	When a pupil requires extra educational support because of a learning disability or because of other long or short-term circumstances.
Common Course	The course followed by all pupils in S1 and S2.
Consortium	A grouping of schools together with a further education college, with their timetables arranged so that pupils may take courses in any of the schools, or in the college.
Continuous Assessment	Testing of pupil achievement is carried out throughout the course, and not just at the end.
Criterion Referencing	The kind of test where a present level of performance is used to decide whether a pupil has a sufficient command of work. This present performance level is the standard
Depute Head Teacher (DHT)	A promoted post at senior management level – usually also a year head.
Guidance Teacher	A promoted teacher who, as well as having a teaching commitment to a subject, is also responsible for the welfare of a group of pupils.
Curriculum	The course of study followed by any pupil.
Mixed Attainment	Pupils of a wide range of attainment taught together as a class. The work of such a group is based on individual and group assignments.
National Assessments	Standardised tests, designed on a national basis by SEED, intended to indicate a pupil's level of attainment at a particular point in the 5 – 14 programme.
National Qualification	A one-year course of study, offered at different levels : Access, Intermediate, Higher and Advanced Higher, taken in S5 or S6, with external examinations in May/June.
Principal Teacher (PT)	Most departments in a secondary school have a promoted member of staff who is responsible for the work of the teachers of that subject or group of subjects. Also known as “head of department”. Guidance teachers are also Principal Teachers
Pupil Support Assistant	A member of staff who is not a teacher but who works in classes under the direction of teachers to assist pupils requiring additional support.



Gourock High School

S1, S3, S5 etc.	This refers to the year group. The 'S' stands for Secondary: S1 is first year, and so on. (‘P’ is used to designate primary school year groups).
Scottish Credit and Qualification Framework (SCQF)	A system designed to match levels of attainment across different qualifications (see pages 24 and 27)
Scottish Executive Education Department (SEED)	The government department based in Edinburgh which prescribes national guidelines for courses and oversees education nationally.
Scottish Qualifications Authority (SQA)	The examination body.
Secondary Maths Project (SMP)	The mathematics course taught in S1 and S2.
Staff Development	Meetings, courses or activities designed to increase the expertise of teachers.
Standard Grade	A two-year course of study designed by SQA followed in S3 and S4, with examinations at the end in three levels : Foundation, General and Credit.
Syllabus	The details of a course in any subject: eg the S1 syllabus in English; the Standard Grade syllabus in Geography.
Units	The component of a course of National Qualifications study. Each unit normally lasts 40 hours; most courses consists of three units.
Year Head	A senior promoted teacher in charge of a year group’s curriculum, discipline and welfare. Usually a DHT.



Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document –

- (a) **before the commencement or during the course of the school year in question**

- (b) **in relation to subsequent school years**



Gourock High School